



Assessment Policy

Category: Non-Statutory	Approved by: Teaching Learning & Care Committee
Last Approved: July 2024	Next Approval due: July 2027
Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Curriculum, EYFS (Early Years Foundation Stage)	

Our Christian vision:

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed everyone and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for all.

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

Principles of assessment

Assessment is the process of gathering and evaluating information about all pupils' learning, from a variety of sources, in order to develop an understanding of what students know, understand, and can do; the process culminates when assessment is used to plan for subsequent learning. Assessment can take place before, during or after the lesson, a unit of work, or over a longer period of time (this is dependent on the type of assessment taking place).

Assessment is a fundamental part of the teaching and learning process. We assess to determine what impact our teaching is having on the child's learning. Effective assessment promotes our school ethos of enabling all to flourish.

Children are encouraged to take responsibility for their learning and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve. Assessment supports informative and productive conversations with pupils and parents. We achieve our assessment without adding unduly to teacher workload.

Assessment approaches

At Woolhampton we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use four broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment, nationally standardised summative assessment and diagnostic assessment.

Different forms of assessment

1. Formative Assessment (also known as Assessment for Learning)

Used to evaluate children's knowledge on a day to day basis and to tailor teaching accordingly. This is the most effective form of assessment and allows staff to provide real time feedback - delays make feedback less effective. Children can be part of their own assessment through peer and self assessment. Areas for further development are identified and addressed.

Through day to day in school formative assessment we will:

- Support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- Ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.
- Regularly report progress to parents providing them with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve.

A range of 'Day-to-Day In-School Formative Assessments' will be used including:

- Making use of rich question and answers
- Marking of pupils' work
- Observational assessments
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment
- Peer marking

2. In school Summative Assessment

Enables staff to evaluate how much a child has learnt at the end of a specific teaching period - e.g. once a unit of work has been completed. The results will be used by teachers to plan subsequent teaching and learning. In school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to ensure pupils are supported to achieve sufficient progress and expected attainment. Alongside other forms of assessment, the results of summative assessments will be used to inform parents of their children's achievement, progress and wider outcomes. A range of assessments will be used, including:

- End of year tests

- Short end of topic or unit tests or tasks
- Reviews for pupils with SEN and disabilities
- Termly 'best fit' assessment relating to the National Curriculum age related expectations
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations

3. National standardised summative assessments

Includes nationally standardised testing used at the end of Key Stages. Results are used by the government and OFSTED to provide a starting point for discussions. Children's outcomes are usually benchmarked against national standards in relation to age related expectations and average national outcomes.

A range of 'nationally standardised summative assessments' will be used, including:

- A Baseline Assessment in Year R
- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1
- Y4 times tables assessments
- National Curriculum tests at the end of Key Stage 2

4. Diagnostic assessments

An inclusive approach to assessment is used by the school. We will make use of a range of diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training and moderation

The accuracy of assessments in school are ensured through regular staff training and moderation of assessment judgments. Moderation can be held 'in school' and conducted between professional colleagues and led by a subject leader, or they can be conducted in collaboration with staff from other educational settings. Some assessments are marked externally and some teacher assessments are subject to a requirement for statutory moderation by the Local Authority.

Reporting to parents

Assessment results will be used to report progress to parents on a termly basis. This includes teacher-parent meetings and end of year written reports.

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

Monitoring

This policy will be reviewed every 3 years by Woolhampton TLC committee. At every review, the policy will subsequently be shared with the full governing board. All teaching staff are expected to read and follow this policy. The headteacher is responsible for ensuring that the policy is followed. The headteacher and lead teacher will monitor the effectiveness of assessment practices across the school, through:

- Lesson observations
- Book Scrutiny
- Moderation
- Pupil Progress Meetings
- Performance Management

Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy

Woolhampton School Assessment Timetable

The table below details which assessments will be conducted and when they will take place. Some assessments are year group specific, whereas others will be conducted across the whole school. Formative assessment will take place on a continuous basis.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Baseline	✓					
Year 1 Phonics screening (Y2)						✓
Maths Puma (Y1-5)		✓		✓		✓
Maths SATs Y6	✓ (mock test)		✓ (mock test)		✓ (national test)	
Maths SATs Y2			✓ (mock test)		✓ (national test)	
Reading Pira (Y1-5)		✓		✓		✓
Reading	✓ (mock test)		✓ (mock test)		✓ (national)	

SATs Y6					test)	
Reading SATs Y2			✓ (mock test)		✓ (national test)	
Writing Teacher Assessed		✓		✓		✓
Foundation Subject Assessment	Assessment carried out at the end of each unit of study – this will be a mix of summative assessment and teacher assessment using the national curriculum.					
Diagnostic assessments for specific pupils						
Salford Diagnostic Reading		✓		✓		✓
Hodder Diagnostic Spelling		✓		✓		✓
Maths Basic Screening Diagnostic		✓		✓		✓